FACILITATOR'S NOTES: MANAGEMENT WORKSHOP

For
USAID/Zambia
And
Credit Management Services
Kabwe, Zambia

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SESSION 1: INTRODUCTION: ICEBREAKER, EXPECTATIONS, OBJECTIVE AND AGENDA

Time: 1 hour

Materials: Cards with general statements about management
                    Workshop objective on flip chart
                    Agenda on flip chart

1.   Icebreaker

Discuss the following statements in pairs. Each pair gets one statement, which should be written on a card or sheet of paper. Ask each pair to share their thoughts with the other participants. Then explain that there are no "right" answers, but that we will be exploring these and other issues in the course of the week.

- If you want something done right, it's best to do it yourself.
- It is important to talk with employees about their opinions and ambitions with respect to work, as well as about their families and home life.
- Employees know when they are doing a good job; it's only necessary to comment when something is not done to your satisfaction. ("No news is good news.")
- People's feelings aren't as important as getting the job done.
- "Leader" and "manager" are different words for the same thing.
- Employees ought to know what tasks are important without being told.
- When employees share a problem with me, I am expected to solve it.
- People depend on detailed directions from supervisors; they do not want to think for themselves.
- A manager's main responsibility is to solve urgent problems as they arise.

2.   Expectations

Ask each person to answer the following questions as individuals.

- List 3-5 of your most important strengths and abilities as they relate to your job as a manager.
- List 3-5 things (both positive and negative) that you think that your employees say about you as a manager.
- Use the information above to identify areas in which you would like to improve yourself as a manager.

Ask participants to divide into pairs and share their responses. The responses to question 3 should then be shared with the larger group in order to develop expectations for the workshop.

Share the expectations of the facilitator:

- Everyone will participate fully and share freely.
- We should agree to work to make the atmosphere non-judgmental and trusting.

Explain that each participant should each keep about five sheets of paper separate from other notes. This will be their personal "action plan" resulting from the workshop.

3.   Objective and Agenda

The objective of this workshop is for participants to improve their effectiveness as managers in order to contribute more fully to CMS' success. Ask: What do we mean by managerial effectiveness? Ability to understand self and others, to communicate successfully, to get the job done, to handle problems in a way that encourages employees to work together.

Share the agenda (Table of Contents) on the first page.

SESSION 2: FRAMEWORK FOR MANAGEMENT: LEVELS OF INFLUENCE
Time: 45 minutes

Materials: flip chart and markers

1.   Presentation of framework
Explain that influence is one of the main roles of the manager—getting others to carry out the primary work of the institution. Draw and present the framework, which reflects how managers influence others. The framework is a three-level pyramid with "modeling" at the base, "relating" in the middle, and "overt methods" at the top. The pyramid rests on a base labeled "organizational environment."

Explain that at the first level, managers influence through example, by modeling behavior. At this level, others are influenced by what they SEE you doing. Others observe who you are and how you act. At this level you influence by being trustworthy. It is an inside-out approach to managerial effectiveness.

At the second level, managers influence by building caring relationships. Others are influenced by how they FEEL about you and how you feel about them. Interpersonal relationships are the focus of this level; you influence by establishing a climate of trust. It means assuming the best of others and seeking first to understand rather than be understood.

At the third level, others are influenced directly by your instruction. They HEAR what you have to tell them. You influence through your actions as managers. Your success at this level depends on your knowledge, skills, style and implementation.

2.   Workshop focus
Explain that this workshop will primarily be focused on the third level (knowledge and skills, management techniques), but all categories of influence must be addressed in order for management to be effective. Management techniques will have little or no effect if the base of the pyramid is not attended to. Each area can be improved by focusing on a specific course of action:
- Modeling - personal and professional development
- Relating – emphasis on interpersonal relationships
- Overt methods – knowledge and skills

In this workshop, we will also briefly discuss the modeling level, and will explore the topic of interpersonal relationships primarily by learning more about effective listening.

3.   Organizational environment
It is important to note that the pyramid rests on a base of the organizational environment. This encompasses various organizational elements:
- Program
- Vision
- Planning and budgeting

- Company structure
- Job design
- Communication and information
- Human Resources: compensation and incentives; recruitment and selection; training and development

The organization itself must be aligned (working with and supportive of) your goals and activities as a manager. The environment must foster/reward quality (effectiveness and efficiency). The elements included in the organizational environment place emphasis on various aspects of HR systems as that is the focus of the manager.

4.   Application

Use the example of fraud among CMS' credit officers to discuss each level by asking questions of the participants. What is the relationship between modeling and fraud? Managers must model honesty and must show that is what is expected from everyone in the organization. What is the relationship between "relating" and fraud? Managers must build relationships that make it more difficult to be dishonest. Finally, what is the relationship between managerial instruction and fraud? Managers must take the time to teach employees what is expected of them, and must use appropriate interventions for influencing their behavior. Rewards and consequences follow when standards are or are not met.

Ask: At the organizational level, what is the relationship between fraud and the organizational environment?

- Credit officers must know their roles and responsibilities (job design).
- Credit officers are able to carry out responsibilities (training).
- Regular communication takes place and information is exchanged at all levels of the organization.
- Credit officers are adequately compensated.
- Credit officers are recruited and selected effectively. (The process is efficient and results in the selection of good credit officers.)

5.   Summary

Note that three common mistakes are made in organizations in relation to the pyramid (write on flip chart):

1.   Advise before understanding. Managers tell others what to do without first establishing a relationship.
2.   Attempt to build (or rebuild) relationships without changing conduct or attitude results in inconsistency or insincerity. "What you are shouts so loudly in my ears I can't hear what you say." (Emerson)
3.   Assume that good example and relationship are sufficient. Employees value competence in their leaders. Managers must teach explicitly and focus employees on mission, roles, goals, guidelines, and targets.

SESSION 3: MODELING
Time: 45 minutes

Materials: Article: "Ten Power Tools"; Covey
                  Exercise: "You're Signaling"; Coyle

Explain that in the last analysis, what we ARE communicates far more eloquently and persuasively than what we say or do. It's essential to "walk the talk." Managers must consider their own character with the goal of being trustworthy. In order for other management interventions to succeed, the manager must be someone worth following – a role model.

Ask: Has someone's behavior ever helped you act in a certain way? What did you think about the behavior? How did it affect you? Did someone's negative behavior ever challenge you? Leaders in an organization demonstrate behavior the same way as role models in everyday life.

Ask: What does it mean to be a role model? Show what another person should do in the position.

Distribute "Ten Power Tools" and ask them to read it. Ask participants to make note of those tools that they already use, and others that they would like to use more. Discuss: What did you discover? What are the obstacles to change?

Distribute "You're Signaling." Explain that we communicate a lot about ourselves without saying anything directly. Read a few of the questions aloud. Ask participants to reflect on assumptions they have made about others in the room based on visual cues and their participation in the training. This exercise demonstrates how powerfully we influence others without even realizing it. This exercise should help participants to consider how they "model" without even being aware of it.

Note that as we talk about good management in the next few days, participants should remember that relationships and techniques are not enough if they are not positive role models for their employees. Employees can only trust the integrity of those who practice what they preach. At the same time, however, employees we value competence in their leaders (they must know what they are doing); that is the value of teaching "how to manage."

SESSION 4: SUPERVISORY STYLE
Time: 2 hours

Materials: Survey of supervisory style; Burley-Allen
                Distinguishing Between Styles of Supervision; Burley-Allen
                Assignment (following the notes for this session)
                Chapter 3: Supervisory Styles; Burley-Allen

1.   Introducing the concept of "supervisory style"
Explain that your effectiveness as a manager depends largely on your style of supervising. Your
success is determined by the approach you use, the way you communicate, and the way you
approach problems and ask questions.

2.   Beliefs about human nature and human behavior
Explain that your beliefs about people affect your supervisory style. Behind every decision you
make and action you take there are beliefs about human nature and human behavior. Distribute
the survey of supervisory style. Review the results of the assessment using information on page
12 (Burley-Allen). Ask participants what the quiz revealed about them. Use the chart on page 13
(Assumptions of Theory X and Theory Y) to discuss more about the differences.

Explain that what you believe about people directly affects how you interact with them, that is,
your supervisory style.

3.   The three styles
Introduce the three supervisory styles – passive, assertive and aggressive. Are they familiar with
these terms? Ask for definitions. Explain that in general they should work toward developing an
assertive style in order to be more effective.

Ask individuals to read and answer "Distinguishing Between Styles of Supervision." When they
are done, read each question aloud, and ask if they correctly identified each style.

Explain that passive behavior results in feelings of fear, anxiety and stress. Passive supervisors
tend to feel that outside forces are controlling them. Work does not get done, and passive
supervisors suffer from a loss of respect. Note that a passive approach is occasionally
appropriate, in the types of situations described below:
- If your staff is especially responsible and hardworking
- Timing – if a problem could better be addressed later
- Intensity of feelings (yours and others)

Divide into 4 small groups. Ask the small groups to read "Elements of the Passive Style" (pp.
47-50, Burley-Allen). Give each group one of the situations on the assignment. Ask participants
to complete Part A of the assignment. Return to plenary and ask each group to describe their
findings.

Introduce Part B and follow the same process. After the groups have reported back, note that

aggressive behavior is sometimes appropriate when there is an immediate need to take charge, for example, in an emergency; when company policy is being violated; or when dealing with someone angry or hostile. However it is possible to take charge aggressively while still demonstrating respect for others.

Finally, complete Part C in the same way as described above.

4.   Summary
In summing up, ask if participants can identify how different styles bring different results. Can they see why the assertive approach would be most effective?

Ask: How do we relate this information to ourselves? Do you have a sense about how your own supervisory style? Ask participants to write the following assignment in their action plans. Write an incident that happens frequently that you feel you respond to poorly (passively or aggressively). Write how you usually respond. Write how you might respond more assertively in future.

Summarize by saying that we can begin to demonstrate assertive behavior by (write on flip):
- Responding to others non-judgmentally
- Stating observations, rather than labeling or judging
- Taking responsibility for the way we feel and act

ASSIGNMENT: SUPERVISORY STYLES

Part A.
Read the situation below and indicate how a PASSIVE supervisor would respond. Include both verbal and non-verbal responses. Describe how the supervisor might behave, and the feelings the supervisor might be experiencing. Use the written information (pp. 47-50) to aid in your responses.

1.   Your boss made a derogatory remark to you.

2.   Your manager wants to pull you off a project on which you have been working for two months and give it to someone else. You think you have been doing a good job, and you want to finish it.

3.   Joe, a new employee, treats the rest of the staff critically. His remarks are affecting the morale of the group.

4.   Miriam, one of your employees, is very intelligent and sharp. She does the portion of her work she enjoys very efficiently, but she avoids tasks that she doesn't like doing.

Part B. Using the same examples, indicate how an AGGRESSIVE supervisor would respond. Include both verbal and non-verbal responses. Describe how the supervisor might behave, and the feelings the supervisor might be experiencing. Use the written information on pages 55-58 to aid in your responses.

Part C. Using the same examples, indicate how an ASSERTIVE supervisor would respond. Include both verbal and non-verbal responses. Describe how the supervisor might behave, and the feelings the supervisor might be experiencing. Use the written information on pages 65-68 to aid in your responses.

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SESSION 5: LISTENING
Time: 2 hours

Materials: Chapter 5: Listening; Burley-Allen

1. Presentation
Explain that the next session will focus on effective listening as the cornerstone in developing an assertive and effective managerial style. Note that effective listening implies respectful attention and thoughtful questions. Mention that listening is a skill that can be learned. We spend most of our communication time listening, which underscores the importance of doing it well.

Ask: What happens when we don't listen effectively?
*   Spend "listening" time preparing what we are going to say.
*   Communication gets distorted and misinterpreted.
*   Tell someone what to do before hearing the whole situation.
*   Act on what I thought was said rather than what was really said (assume).
*   Agree to ideas that weren't truly understood.
*   Complete tasks incorrectly because I don't want to seem stupid.
*   Misinterpret job assignment and therefore do it incorrectly.

Ask: What are the benefits of effective listening? Why is it important? List answers on flip.
*   Employees are more likely to suggest ideas and share feelings
*   Employees say more – you learn!
*   Build rapport
*   Increase respect, honesty, self confidence, security
*   Reduce stress and tension
*   Deal with conflict positively
*   Improved productivity
*   Leads to problem solving

Ask: What is the relationship between supervisory style and listening? Employees say an aggressive supervisor doesn't listen, judges and criticizes, and makes them feel stupid. A passive supervisor may worry about how she is perceived, so she focuses on herself rather than really listening to others. The assertive supervisor earns the respect and loyalty of employees while learning valuable things about the business by making the effort to listen to employees, and by listening carefully.

Ask: What stops **you** from listening when someone else is speaking? Too much emotion, direct criticism, discipline, anxiety, fearful, angry. Relate to need for empathetic listening – putting yourself in their shoes.

2. Levels of listening
Explain levels. Empathetic listening (Level 1) is characterized by my effort to put myself in your place. At level 2, I hear words but not intent. I prefer content to feeling. At Level 3, I am listening in spurts. My attention fades in and out. I am thinking of something else, waiting to

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talk, or preparing my response. Understanding, retention and effective communication increase with each level (3-2-1).

3. Assignment

Divide participants into 6 groups. Assign each group one of the listening techniques (pages 119-120, Burley-Allen). They should read their example, discuss and practice it until they understand it fully, and prepare a dialogue demonstrating the technique. For examples they can look at the dialogue in the text. For report back, ask each group to explain the technique in their own words, and to demonstrate it for the other participants. Before concluding this task note the importance of supporting your words with appropriate non-verbal behaviors. Ask participants what these behaviors are. They might include nodding, smiling, leaning forward, and eye contact, among others.

4. Role play

Model the effective listening techniques by discussing a real problem one of the participants is experiencing. Facilitator models effective listening while participant explains the problem. Then divide participants into groups of three. Each group will practice effective listening by discussing a problem at CMS (of their own choosing). Each group will have one speaker, one listener, and one observer. The observer should note what went well (when certain techniques are used and the result) and when problems arise. Complete the role play three times so that each person in the group takes each role once.

5. Summary

Remind participants that effective listeners are empathetic; pay close and consistent attention; ask clarifying questions; and really "hear" what the speaker is saying. Listening is the cornerstone effective management. Effective managers earn the respect and loyalty of employees by listening. Other techniques we will learn during the workshop build on it.

SESSION 6: MOTIVATION
Time: 45 minutes

Materials: "Herzberg's Two Factor Theory"; Ratzburg

Ask: What do we mean by motivation? Ask: Why is it important? The organization is able to increase profitability/productivity through greater creativity and commitment.

Ask participants to review the first page of the handout, trying to make sense of it themselves before it is explained to them. Ask: What do you observe about the chart? What questions do you have?

Explain that Frederick Herzberg conducted a study in 1970s to determine how people are motivated. His analysis shows that motivation roughly corresponds to two sets of human needs – to avoid pain (meet basic needs) and to grow psychologically. Herzberg discovered that the things that make people happy are not the same things that make them unhappy. This is called "Herzberg's Two Factor Theory."

Explain that job satisfaction indicators are related to what the person does, or job content. These are intrinsic motivators (inside the person). Job dissatisfaction indicators are related to the job context or environment; the way the person is treated. They are extrinsic motivators (external to the person). Review each of the motivators.

Ask: What are the implications for CMS?
- Make work significant, interesting and challenging (personal growth)
- But you must first address hygiene/dissatisfaction indicators so that employees are content. First create the environment where employees can be "less dissatisfied," and are not leaving the job.

SESSION 7: ROLES AND RESPONSIBILITIES
Time: 1 hour

Materials: flip chart and markers

1.   Introduction to roles and responsibilities
Explain that the first step to effectiveness is understanding your job role and responsibilities.
Every employee must know what is expected of him or her. Managers and other employees must
know what they are supposed to do before they can talk about how to do it more effectively.

Ask participants to define "role." Role is the objective or purpose of the job. Ask: What is the
role of manager? While participants may mention a number of things, make sure that they are
aware that the key role of the manager is to get the primary work of the organization done
through other people.

Ask: What do we mean then by responsibilities? Primary tasks or duties. What are the
responsibilities of the manager? Ask them to work in pairs to identify responsibilities. Explain
that they should identify general responsibilities rather than specific tasks. Give an example –
prepare budget and control expenses, rather than "take charge of petty cash."

When pairs have finished, go around the room and ask each person to contribute. Keep adding to
the list until all ideas the ideas have come out. Try to categorize the items on the list into broad
functions based on participant comments. For example: structure and systems, planning,
organizing, controlling, problem solving.

Ask: Are some responsibilities more important than others? Yes, since the real work of the
manager is done through others. A manager's primary responsibility is toward those who work
under him/her. Managers empower employees by providing guidelines, resources, performance
criteria, consequences and rewards. Specifically, together you plan, set goals, give feedback, and
deal with performance issues.

2.   Leaders and managers
Ask: Is there a difference between leadership and management? Allow for discussion. Answer
should be yes. What do leaders do? Write on flip. Answers might include:
   - Provide vision, direction and values
   - Inspire and motivate others to work toward the vision
   - Build and strengthen the people and the culture
   - Demonstrate principles
Ask whether they think they are leaders or managers? Why?

3.   Assignment
Ask: Given what we have discussed, in what areas of responsibility do you require professional
development? List the areas on your action plan. Ask a few participants what they have decided,
and for their ideas about how to go about it.

SESSION 8: PERFORMANCE STANDARDS
Time: 2 hours

Materials: flip chart and markers

1.   Definition and importance of performance standards
Ask: What are performance standards? Established measures for comparison and evaluation. Employees know WHAT to do, WHEN you want it done, HOW you want it done, and WHY it's important. Standards are measurements of quantity, quality, and manner of employee's performance.

Why begin with performance standards? All staff must know what to do before you can expect them to perform well, and they must know the acceptable standards. If there is a gap between expectations and performance, employees may not know what is expected of them (tasks and standards). If you are sure they know, then you can address motivation issues.

Read the following example. "Three supervisors make a request of Tina. Which is more likely to be satisfied with the work s/he gets?
   A.   Tina, write up a list of goals for our unit when you have time.
   B.   Tina, I want you to give me a list of what you think are the five most important goals of our unit for the next six months. I want them by Monday morning so that we can discuss everyone's ideas at the Tuesday staff meeting.
   C.   Tina, I want you to stop what you are doing right now and write 15 goals for this department.
Ask: Why is Answer B better than the others? Because it expresses what, when, how and why.

2.   Establishing performance standards
Standards can measure quantity, quality or manner of performance.

Specifically, *quantity* is expressed by
   • Amount: a definite number; a range; a portion or "fair share" of the total work load
   • Time limit: within what time; by deadline; by priority order; by a set time to avoid undesirable results
   Amount and time limit must almost always be shown together.

Quality is expressed by
   • Appearance of the finished product
   • Results achieved
   • Accuracy (degree of freedom from error)

Manner of performance is expressed by
   • Methods of work procedures
   • Knowledge required (beyond entrance level)
   • Personal characteristics of employee

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Standards must be set to get the job done satisfactorily, not at "perfection" standards. They should not reflect results that allow either everybody or nobody to be "outstanding." Standards reflect what can be expected of any basically qualified person in the job. Remind participants that standards must be SMART: specific, measurable, achievable, realistic and time bound.

Ask: What is the relationship between performance standards and an assertive approach to management? Employees know what they are supposed to do.

3. Assignment
Divide participants into two groups. Give each group one of the following cases. Ask them to answer these two questions: What is the result of the current style of management demonstrated here? How would performance standards help?

"Karen, a supervisor in a bank, places a high priority on certain tasks but doesn't clearly explain this to her staff. When Dan, Karen's assistant, completes tasks she thinks are trivial instead of the ones to which she gives a high priority, she becomes angry. Karen's attitude is, 'why should I have to tell him which tasks are important? He ought to know!' Thus, Dan has no way of knowing he has done something wrong until Karen blows up at him."

"Adam, a supervisor for a large manufacturing plant, doesn't tell his group that he wants their quarterly reports done a certain way and that no other way will do. He spends hours seething when they organize their reports in a way he considers totally inadequate. He has high standards, is a perfectionist, and can't understand why his workers just won't do things right!"

Ask each group to share their findings.

4. Summary
Ask participants how they might go about establishing performance indicators for CMS. Ask them to write their ideas in their action plans. Suggest that they must establish a process for developing the indicators, for sharing them with staff, and for measuring performance against indicators.

SESSION 9: DELEGATING WORK
Time: 2 hours

Materials: Quiz: "How Well Do You Delegate?" Straub
                 List of types of items to be delegated
                 Flip chart and markers

1.   Definitions and importance
Ask: What is "delegating"? Definition should include: assigning and entrusting assignments/responsibilities to others. Note that it is not the same as giving them tasks to do (for example, confirm airline ticket with the travel agent).

Ask: Why delegate? Critical or strategic issues receive little attention because leaders are caught up in daily tasks, projects and meetings. Delegating allows you to focus on more important tasks.
- Unload routine or non-critical work
- Invest your time most wisely – free self from administrative work
- Train others
- Groom a successor
- Empower and motivate
- Enhance credibility as participative leader
- Reduce turnover
- Provide challenge and growth opportunities
- Improve career of others

Ask: Can you see a relationship between delegating work and motivation?

Ask: Why don't managers delegate? Ask them to list 3-4 ideas on their own before we start the discussion. Then go around the room and ask for an idea from each person.
- Perfectionist
- Control
- Skeptic (can they do it?)
- Loner
- Gun-shy (bad experience previously)
- Uncomfortable with the unexpected
- Natural autocrat
- I'm responsible
- No time to teach
- Afraid to make self redundant
- Others too busy
- Lose credit for self

2.   Individual activity
Ask individuals to complete the quiz about delegation ("How Well Do You Delegate?"). Discuss in larger group.

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3.   Determining what and to whom to delegate
   - First, gauge your boss' attitude toward delegation, your employees' skills and abilities, and your tenure (have I been here long enough?).
   - Then, list projects, duties, tasks and decisions that might be delegated. Remember especially routine clerical or administrative tasks. To get them started thinking, share the list of items following the notes for this session. Label each one: reassign, share responsibilities, do it myself. Ask yourself: "If I delegate this item, will the time spent up front to provide the guidance and support needed pay off later in productivity, in how the group functions, or in better use of my time?"
   - Estimate the amount of time required for each task and rank from "most" to "least."

Evaluate potential candidates for the work. What type of person does the work require? For example, if it's a close deadline, find someone conscientious and time-oriented. Might you need a consensus builder or a dreamer? Consider enthusiasm, determination and desire of potential candidates.

4.   Process of delegation.
List on flip chart: AGREE, PROVIDE RESOURCES, FOLLOW-UP
   - Initial agreement – determine what is expected (smart performance standards), explain "how-to" thoroughly, solicit questions, determine how follow-up will take place. Get a commitment: effective delegation implies responsibility given AND received; two-way communication.

   - Explain what resources/authority/limits/guidelines are available. Employees must have enough of these to do the job.
        Resources: expenses, materials, access to information, staff, adjustments in priorities and duties, training, informing others
        Possible levels of authority/initiative:
        1. Don't do anything until you're told
        2. Ask whenever you have a question
        3. Do the research, present the facts, and I'll decide
        4. Do the research, present a recommendation
        5. Do the research, present the facts and we'll decide together
        6. Do it and report immediately
        7. Do it and report routinely
        Limits: budget, what they can on-delegate, when they can use your name, timeline
        Guidelines: principles, policies, procedures available

   - Provide follow-up, which includes methods, format, and frequency. Establish checkpoints. As needed, provide resources, remove obstacles, defend delegate's actions and decisions, provide training, and give vision.

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5.   Accountability/Consequences

The task/decision should primarily be self-evaluating since the delegate is supervised throughout and follow up is performance oriented. If there's a problem: get a clear, concise summary of the problem; ask for a solution; take time to examine alternatives; let worker implement corrective action; provide for ongoing follow-up and feedback. Don't forget to review how you made the assignment (ask yourself: how much of problem was my own fault?) and don't take back the job completely.

6.   Assignment

Ask participants to make a list of possible tasks to delegate using the process described above. They should then prioritize the list. This prioritized list should be written in their action plan. Participants should choose one item which they will delegate immediately following this training. Ask them to describe who they will delegate to, resources required, levels of authority, limits, guidelines and follow up.

7.   Summary

Keys to effective delegation.

- Delegate to the right person
- Delegate a complete task or decision
- Focus on results, not methods

EXAMPLES OF ITEMS THAT CAN BE DELEGATED

- Solving fairly routine customer problems
- Setting the daily work schedule and work flow
- Preparing agendas for regular staff meetings
- Making decisions on situations that employees face in carrying out their responsibilities
- Completing functions you're less qualified for or not too good at doing
- Handling technical duties
- Compiling data
- Composing regular administrative reports
- Researching issues that come your way
- Training new employees or others in the group
- Seizing opportunities that build upon others' creative talents or desires
- Answering questions that you're frequently asked
- Dealing with new functions that come about due to changes in the workplace

SESSION 10: FEEDBACK

Time: 4 hours

Materials: flip chart and markers
                  Handout – Practicing "I" Messages

1.   Definitions and importance of feedback

Ask: What do we mean by "feedback"? Information on performance.

Ask: How do you know when feedback is required? By monitoring performance according to standards.

Ask: How do you monitor? Remember the ideas about monitoring from the session on delegating work. Include methods, format and frequency.

Ask: What are the kinds of feedback? Positive, negative and constructive.

Ask: What do you usually notice in the workplace? Probable answer: you notice what is wrong. Why? What happens when all you notice is what is wrong? (What happens in response to negative feedback?) List answers on flip chart.

- Feelings of indifference
- Careless attitude, lack effort
- Insecurity, discouragement, inadequacy
- Non-motivated, non-productive
- Lowered self esteem, not belonging
- Discontent, disinterest, apathy
- Decreased initiative, trust, pride in work

2.   Positive feedback

We will talk about positive feedback first. What are probable responses to positive feedback? List on flip.

- Increased performance, productivity
- Secure, satisfied employees
- Motivated employees
- Interest in work
- Positive work atmosphere
- Increased energy and enthusiasm

Ask: Is all positive feedback verbal? No; other types of positive feedback include physical (touch, pat, handshake) and non-verbal (effective listening, smile, warmth, attentiveness).

Explain that the following steps are necessary in giving positive verbal feedback.

1. Tell the person in descriptive, specific terms what behavior she did right and the impact of that behavior.
2. Tell the person how you feel about the behavior or how the behavior will affect others –

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      be specific.
3. Encourage more of the same behavior.

Read the following examples. Ask which one is better, and why.
"Great report on Project X, Jill. Looks really good."
"Jill, you did a really great job on the Project X report. I was especially impressed with your analysis of the numbers. I'm confident the Vice President will be able to make an informed decision because of the quality of the information you provided. Thanks for doing such a thorough job."

Other items to consider in providing positive feedback:
- Praise effort (risk taking) even if it results in failure.
- Be credible – know what happened and be able to put it into larger picture (impact).
- Praise soon after the accomplishment.
- Don't hesitate to praise upward.

3. Practicing positive feedback
First, model positive feedback for the class. Say the following:
"Kennedy, I want to compliment you on the way you have applied yourself in this training. Whenever anyone was speaking, you maintained eye contact, and you often contributed to the discussion. Listening this way not only will let you become a better manager, it encourages those who are speaking. Thanks for your contribution."

Then, ask for a volunteer to give positive feedback to another person in the class. Ask each person (giver and receiver) how the experience felt. Note that it is natural to feel awkward or silly both providing and receiving positive feedback. More experience will make it easier.

Ask: Why else do we avoid giving positive feedback? Barriers might include: don't know how, had poor experiences in the past when feedback was delivered incorrectly, afraid to increase expectations of others.

4. Providing constructive feedback
Ask: What is the purpose of constructive feedback? To promote improvement or development; to motivate; to improve relationships. Not venting, or making someone feel stupid.

Explain that the right to criticize must be earned by first demonstrating respect. Your motives are then clear. Ask: What might happen if you offer constructive feedback in a relationship which is not strong?

Constructive feedback is based on shared expectations – remind them of the session on performance standards. What other ways do you share expectations? You cannot offer feedback on something the employee didn't know s/he was supposed to do.
Factors that hinder constructive feedback:
- "I can't" – disregard the problem, deny the problem can be solved, disregard my own capacity (passive style)

- The "you should" attitude – aggressive style which perpetuates resistance. Set unrealistic standards, biased listening style, communicating in a hostile way
- Unrealistic or unspecific standards
- Judgmental attitudes. Name calling, put downs, "red flag" words. Prejudge as unimportant what the employee says or misrepresent what they say.

Discuss the following steps in providing constructive feedback.
1. Raise the issue. Describe what you observed. Ask clarifying questions (who, what, when, how). Research the facts by listening first. It's important to ask for the employees "take" on what happened. Use your listening skills. Demonstrate the respect we mentioned above. Know what the expectations were.
2. Acknowledge your reactions or the impact of the poor performance. The other person must value the results/impact that is at stake.
3. Encourage the other person to discuss how s/he sees the situation, using effective listening skills/open-ended questions. Summarize the person's comments to make sure you have understood.
4. Request a different, specified behavior. Discuss ways of working it out together. Actively seek the other person's ideas and suggestions. Make your suggestions, if you have any.
5. Agree on an action plan. Summarize, final suggestions, agree on how you will follow up (!)
6. Follow up. Provide assistance if needed. Make notes if necessary.

Note that when discussing poor performance, it is important to use "I" messages. "I" statements are the opposite of "you-blaming" messages. You take responsibility for your observations and feelings rather than blaming the other person. Give examples.

6.   Group Assignments
Distribute the "Practicing 'I' Messages" exercise. Ask participants to change the "you-blaming" messages into "I" messages. When they have finished, ask each group to read their answers, and discuss them with the class. Hand out the sheet with possible answers when the exercise is complete.

Next, ask for two volunteers to demonstrate constructive feedback for the class. Ask them to choose a problem that has surfaced repeatedly during the week (in this case, regular tardiness of credit officers in arriving to work). Ask the volunteers to model constructive feedback in addressing the problem. Remind them not to skip any steps in the process and to stay away from "you-blaming" messages.

Finally, divide participants into groups of three to practice constructive feedback. Each group will practice constructive feedback discussing a problem at CMS (of their own choosing). Each group will have one speaker, one listener, and one observer. The observer should note what went well (whether the speaker followed the process outlined above, and the result) and when problems arise. Complete the role play three times so that each person in the group takes each role once.

7.   Individual Assignment

Ask each individual to write in their action plans. They should note a current situation which requires constructive feedback from them, listing the name of the person requiring feedback and describing the situation. They should then make notes about what they will say in providing constructive feedback, including describing the situation, acknowledging their reaction, and requesting a different behavior.

They should make a similar list of individuals and situations in which they plan to provide positive feedback.

Finally, ask them to note WHEN they plan to provide the required feedback.

8.   Summary

Ask: Can constructive and positive feedback go upward? Yes – select your time, ask permission, be specific.

Share the following rules for constructive feedback:
- Be immediate. Bring it up immediately and stick with the immediate problem.
- Address one issue at a time.
- Provide feedback in private.
- Talk about behavior, not about the person.
- Be specific. You missed three deadlines.
- Start sentences with "I"

SESSION 11: PLANNING AND TIME MANAGEMENT
Time: 3 hours

Materials: flip chart and markers

1.   Definition and importance of planning
Ask: Why is planning important? List answers on flip chart. Answers might include:
- Managers should constantly be looking to the future
- Don't lose sight of the big picture – insure that progress is being made toward vision
- Break larger goals into smaller steps
- Accountability
- Guide activities and evaluation

Ask: Who makes plans in the organization? Answer should be that everyone does some level of planning. However, the role of managers is to provide a strategic perspective.

Bring up obstacles to planning if it seems it would be helpful to them.

Ask: What do you do after making the plan? (Shelve it?)
The plan sets performance standards for the period. Performance must be evaluated against the plan. If necessary, the plan must be adjusted. When to check performance against plan? Regularly rather than at end of the period of the plan. As we will see below, a good plan includes information about how and when performance will be monitored

2.   Levels and elements of planning
Ask participants questions to help identify levels of planning (types of plans). Levels of planning include:
- Business plan (strategic plan) for 3-5 years. Includes vision, missions, SWOT, goals, strategies, financial projections
- Annual Operating Plan/budget by unit
- Monthly individual and unit plan
- Weekly/daily planning by individuals

Review with participants the following elements of a good plan:
Strategy/objectives
Activities
Milestones (dates/events)
Person responsible
Resources and technical assistance required and where to get them
Monitoring performance (reports, observation, feedback and dialogue)

3.   Group activity
Work together to list the required elements of the monthly plan Regional Managers must prepare at CMS. Work together to develop a list of activities and standards. Ask questions to elicit consensus on format for monthly plans.

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Next, assist participants to begin to develop a daily check list of priority activities. Use the same approach that was used in identifying items to delegate. Ask them to work as individuals to list all the standard activities they might do in a day. Then ask them to note which activities enable them to meet the targets identified in the monthly plan. Which activities take most of their time? Which activities can be delegated? Discuss and try to reach consensus about priority activities for Credit Coordinators and Regional Managers.

4. Summary

Relate the discussions about planning to time management. Briefly review the important/not important and urgent/not urgent grid. Ask where they might naturally spend their time (Urgent/not important; "fighting fires"). Explain that this is a problem for managers everywhere, and that careful, detailed planning is one effective strategy to help focus on the most important (strategic) activities for which a manager is responsible.

Share the following rules for planning:
- Planning should be regular and plans current
- Emphasize quality planning process and plans
- Include all staff
- Take your time
- Examine your position with respect to other players
- Be creative
- Analyze benefits, costs and issues for each option
- Develop action plans for implementation

SESSION 12: CHANGE MANAGEMENT AND CASE STUDY

Time: 1 hour

Materials: flip chart and markers
                Handout – case study (attached)

1.   Case study
Divide the participants into small groups and distribute the case study following these notes. Ask each group to complete the assignment found in the case study. When they have finished, ask each group to report on their findings and to present their role play. Discuss their findings, adding information and ideas as necessary.

2.   Change management
Note that many of the participants have asked, "How can we make sure that we will implement what we have learned?" Explain that the change process is both exciting and discouraging. While we want immediate change, we also resist change because new behavior requires more effort, and the results are uncertain.

Share the following about internal experiences that take place when integrating a new skill or behavior (write on flip chart):
Resistance: Natural tendency to stay with what is familiar
Being unsure: Feeling phony when starting to apply new skills and behaviors
Assimilation: Feeling less phony and becoming comfortable with the new behavior and new skill
Transference: Applying behavior or skills learned in one setting over to another situation
Integration: automatically and unconsciously reproducing the new behavior or skill as a natural part of you

Note that they should let others know that they will be trying to do certain things differently. They should plan to make the changes gradually, and celebrate small successes.

2.   Workshop summary – action plans
Review each of the sessions of the workshop and ask the participants to help you summarize the key ideas from each session. Ask them to review their action plans and comments on their feelings about them. Are they realistic? What might be the results of implementing the activities in the plans?

Close by reminding them of the objective of the workshop – to make them better managers in order to increase CMS' chances of success. Encourage them in their efforts.

Share the following list. Alternatively, make a flip chart titles "characteristics of an Effective Manager" and add the points below day-by-day as they come up in the sessions.
Characteristics of an effective manager:
- Models desired behaviors, attitudes and values
- Is transparent
- Listens to understand; isn't judgmental

- Follows through and meets commitments
- Takes an interest in employees as people
- Treats others with respect
- Shares information and stays in touch
- Collaborates
- Is solutions-oriented and doesn't blame
- Recognizes good performance of others
- Displays honesty and integrity

CASE STUDY

Read the case study and do the following:

1. Explain what you think Ann would have done differently if she were an effective, assertive manager. Apply as much as you can of what you learned in the last three days.
2. Prepare a role play which demonstrates how an assertive manager might have responded when s/he discovered that Tim had not completed the project satisfactorily.

Tim was quite eager when he started his new job. In his first weeks, Tim wasn't completely certain what he was supposed to be doing. Then Tim's manager, Ann, met with Tim and assigned him to handle an important project as his primary responsibility. Ann gave Tim a general description of what the project entailed and three directions – to do whatever it took to get the job done, to come to her with questions, and to complete the project as quickly as he could.

As the weeks passed, Ann was pleased with Tim's progress. She noticed that Tim was meeting with the right people, was often working efficiently, and seemed self-sufficient. Every now and then, Ann informally told Tim she thought Tim was doing "a really good job."

Tim liked the freedom Ann gave him. Ann was not a harsh or demanding boss. Tim didn't know Ann well enough to say what she was like, really. Tim found that Ann was often tied up in meetings and burdened with her own projects. She wasn't available to discuss problems or to provide guidance.

In a little less than 2 months, Tim informed Ann that the project was complete. When they met to go over the project, Ann's enthusiasm about Tim's work soon turned to disappointment. Ann informed Tim that she didn't like many of the decisions Tim had made, decisions that resulted in the project going off in a different direction than Ann had envisioned. Ann didn't allow Tim to respond to the criticisms, but informed Tim that the project needed quite a bit of correction and that she would handle it while Tim worked on something else.

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